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ABSTRACT

Components for a model strategy/program for the recruitment and retention of students in criminal justice (CJ) programs are presented to stimulate planning activity. These 24 general examples of approaches identify the strategy, state the objectives, provide a rationale, describe implementation, discuss intervention activities, and delineate the impact of the strategy. The first 12 strategies focus on recruitment and include utilizing educational organizations' recruitment clearinghouse mechanisms, assessing high school junior and senior career interests, conducting campus seminars for undeclared-major students and on-site visits for prospective CJ majors, developing and disseminating informational brochures, providing adequate financial aid to CJ majors, and conducting recruitment training workshops for CJ faculty. Retention strategies include maintaining a rewarding social/psychological environment for CJ students; providing high quality student educational experiences and academic advisement; instituting mechanisms whereby CJ students are involved in curricula development, instruction, and evaluation; establishing a system whereby CJ students participate in cooperative education activities; establishing a process whereby the CJ major can be combined with other curricula as a dual major; and conducting routine "exit interviews" for CJ students wishing to withdraw from the institution. A glossary of terms used in the strategies is included. (DJD)

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Model Strategies for the Recruitment and Retention of Undergraduate Criminal Justice Students

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Introduction

This paper is designed to serve as a working document which the PFI colleges and universities may utilize in their continued development of Criminal Justice programs. It presents components which seem to warrant inclusion in a "model" strategy/program for the recruitment and retention of CJ students.

Since it is envisioned that the document will serve as a stimulus for planning activity, the effect of constraints such as fiscal and human resource requirements, institutions' administrative structures and policies, legislative acts and mandates, local practices and traditions, etc. are not considered. Rather, general examples of approaches with varying degrees of applicability are provided with the understanding that the possibilities for implementation at the individual PFI institutions will vary. Many of these strategies are representative of the Academy of Criminal Justice Science's Accreditation Guidelines for Post-Secondary Criminal Justice Education Programs, 1976.

The sections which follow outline strategies for the recruitment and retention of CJ students at PFI institutions. To be noted, many of the strategies are interchangeable for the purposes of student recruitment and retention. The strategies as presented:

- Identify the strategy to be undertaken
- State objective(s) of the strategy
- Provide rationale for undertaking the strategy
- Describe implementation of the activity
- Discuss intervention activities
- Delineate impact of the strategy

Definition of terms

The terms employed in outlining the following strategies are defined thusly·

CJ...Criminal Justice

RECRUITMENT...an approach to make persons aware of CJ educational opportunities and to secure or seek to secure their attendance at PFI member institutions.

RETENTION...an approach to promote continued student matriculation in CJ curricula through activities designed to address combination of their academic and personal needs.

STRATEGY...work performed by program personnel in the service of an objective.

OBJECTIVE...a condition program planners consider desirable to attain.

RATIONALE...the justification for undertaking the strategy.

IMPLEMENTATION...a description of how the strategy will be carried out.

INTERVENTION...a reorientation and/or modification of activities to accomplish stated goals.

IMPACT...an assessment of an activity's effectiveness to determine the extent to which pre-established objectives were attained.

RESOURCE...personnel, funds, materials, facilities available to support an activity.

Recruitment

Strategy	Assessment of institutional CJ capabilities and resources.
Objective	To ascertain the desired/practical student enrollment capacity.
Rationale	Assessment will provide increased efficiency of recruitment mechanisms and prevent over sell.
Implementation	The activity will be accomplished by conducting a survey of CJ institutional resources such as numbers of faculty, financial aid, class space, instructional aids, etc. (a suggested survey instrument will be available from PFI Central). Completed questionnaires will be analyzed by each institution so that specific student enrollment capacities are projected.
Intervention	"Contact" will be made with appropriate personnel to assure completion of the survey instrument.
Impact	Measured by completion of survey instruments and compilation of student enrollment capacities.

Strategy	Mobilize task force at institution to engage in student recruitment outreach activities.
Objective	To establish mechanisms whereby institution will actively seek to recruit persons interested in pursuing CJ undergraduate majors.
Rationale	Task force mobilization will provide -- increased use of manpower resources -- enhanced faculty awareness of recruitment needs and approaches -- expanded channels of communication -- increased diversity of input -- increased interaction among institutional components
Implementation	The CJ director will mobilize recruitment task force of representatives from the following: CJ and related disciplines; administrative, admissions, counseling, and support services staff; and local CJ practitioners. The task force will assess student enrollment capacity, and propose and implement recruitment activities. The CJ director will serve as the Chairperson of the task force.
Intervention	The task force Chairperson will monitor task completion and secure assistance as needed.
Impact	Measured by -- task completion -- cooperation of task force members -- accomplishment of task force goals -- degree of continued utilization of recruitment mechanisms

Strategy	Utilization of educational organizations' recruitment clearinghouse mechanisms.
Objective	To obtain a listing of qualified students interested in CJ careers.
Rationale	Utilization of educational organizations' recruitment clearinghouse mechanisms will provide -- expanded listing of student profiles -- increased contact information -- expanded target group -- expanded establishment of liaisons
Implementation	The CJ director will contact such organizations as American College Testing Program, College Entrance Examination Board, National Scholarship Service Fund for Negro Students to obtain profiles of students interested in CJ careers.
Intervention	"Contacts" will be made with the various organizations as necessary to assure receipt of profiles.
Impact	Measured by -- cooperation of organizations -- accuracy of information -- utilization of profiles

Strategy	Conduct on-campus seminars for undeclared major students.
Objective	To encourage undeclared major students to select CJ as academic major.
Rationale	Conducting undeclared major seminars will provide -- increased exposure of CJ curriculum -- increased job variety for CJ faculty -- stabilized target group -- increased cooperation among institutional staff -- expanded vehicle for measuring CJ recruitment activities
Implementation	The CJ director will secure a listing of all students classified as undeclared majors. Recruitment seminars will be organized to which undeclared major students will be invited. These students will be sent printed material indicating that they will be provided with academic/vocational guidance. At the seminars CJ staff and invited persons from appropriate diciplines and occupations will speak to students to explain the requirements of CJ majors, the support services, and the career opportunities. Care should be exercised to schedule seminars at a time to maximize student participation (e.g. close to registration periods). A mandated part of the seminar will be to have students complete an "opinionnaire" of seminar activity. The CJ director will mobilize the necessary resources to conduct seminars.
Intervention	Additional "contacts" will be made as a reminder to undeclared major students to attend seminars. Commitment will be secured from professional participants, in addition, they will also receive written reminders. CJ director will monitor all activities pertinent to conduct of seminars.
Impact	Measured by -- volume of student participants -- extent of professional cooperation -- number of target group students who declare CJ as a major -- nature of student evaluation of activity effectiveness

Strategy	Assessment of high school junior and senior career interests.
Objective	To ascertain high school junior and senior interests in CJ programs.
Rationale	Conducting a survey will provide an expanded listing of students interested in CJ careers and increased contact information.
Implementation	The activity will be accomplished by conducting a survey of high school junior and senior students (a suggested survey instrument will be available from PFI Central). The CJ director will secure the necessary resources to complete the activity. The completed survey instruments will be analyzed by each institution.
Intervention	The CJ director will supervise and monitor progress of the survey and secure additional resources as needed. In addition, the CJ director will have designated a contact person at each survey point and will conduct follow-up activities to assure survey completion.
Impact	Measured by -- extent of contact person's cooperation -- volume of completed questionnaires -- utilization of information obtained

Strategy	Conduct public awareness, motivational "do something" campaign.
Objective	To subtly encourage public to select CJ majors
Rationale	Conducting subtle recruitment campaign will provide increased publicity and stimulate increased curiosity.
Implementation	The task force will be responsible for undertaking activities such as composition of "do something" slogan, design of posters, placement of posters, organization of information provision mechanisms, etc.
Intervention	The CJ director will monitor task completion and secure additional resources as necessary
Impact	Measured by -- volume of inquiries -- volume of resultant applications -- extent of staff cooperation

Strategy	Conduct campus and on-site CJ working environs visits for prospective CJ majors.
Objective	To provide direct observation of CJ related experience.
Rationale	Conducting on-site tours will provide -- broaden experiencial base -- added variety to student routine -- increased exposure for CJ activities
Implementation	The CJ task force will coordinate/undertake activities such as contacting counselors and placement persons, contacting interested students, securing cooperation and commitment of professionals for on-site visits, organizing schedules, securing necessary financing, providing transportation, etc.
Intervention	The CJ director will monitor task completion and secure additional resources as needed. Execute follow-up (reminder) contacts to all participants.
Impact	Measured by -- extent of institutional support and cooperation -- nature of student evaluation -- volume of student participation -- extent of external cooperation

Strategy	Develop and disseminate CJ informational brochures.
Objective	To generate interest in CJ careers.
Rationale	Dissemination of CJ informational brochures will provide -- expanded vehicle of communication -- expanded advertisement -- increased "ready" information source.
Implementation	The CJ recruitment task force will undertake activities to produce and distribute information brochures. The activities will include composition of informational materials, design of format, organization of distribution system, and identification of target group.
Intervention	The CJ director will monitor task completion and secure additional resources as needed
Impact	Measured by -- extent of staff cooperation -- volume of inquiries -- nature of staff evaluation

Strategy	The institution will provide adequate financial aid to persons pursuing CJ career majors.
Objective	To encourage students to enroll in CJ curriculum.
Rationale	Provision of adequate financial aid will provide -- reduction of student anxities -- increased student enrollment -- increased probability students will complete CJ program of studies
Implementation	The CJ task force will assure that adequate financial aid is available to students interested in CJ majors. This will be accomplished by keeping abreast of student financial aids and making information available to students. Institutional pursuit of such programs as the Law Enforcement Education Program (LEEP) should be encouraged. The CJ director recommends to the administration the provision of adequate student financial aid through written correspondence.
Intervention	The CJ director will monitor information flow and institute modifications as needed.
Impact	Measured by -- volume of institutional aid -- reduction of CJ students who drop out for financial reasons -- number of students who chose CJ major because of financial assistance

Strategy	Conduct on-site recruitment presentations.
Objective	To deliver direct information regarding institution and CJ curriculum.
Rationale	Conducting on-site CJ recruitment presentations will provide -- enlarged target group -- increased exposure for institution and CJ curriculum -- increased direct communication -- expanded vehicle for reciprosity of communication -- expanded vehicle for immediate registration/applications -- expanded vehicle for assessment of student interest -- increased recommendations of potential CJ majors
Implementation	The CJ director will contact counselors of high schools and/or placement personnel at community colleges to schedule on-site presentations. The presentations will be conducted by CJ faculty & students. The presentations will include information concerning the institution, financial and, support services, application procedures, career opportunities. Admissions applications will be available on-site.
Intervention	The CJ director will contact presentation sites to assure proper scheduling and to acknowledge cooperation. Additionally, resources will be secured as needed.
Impact	Measured by -- student attendance at presentations -- cooperation of professionals (contact persons) -- volume of student applications and inquiries

Strategy	Conduct recrui ment training workshops for CJ faculty
Objective	To increase faculty recruitment skills.
Rationale	Recruitment workshops will provide increased recruitment skills and standardized recruitment practices.
Implementation	The CJ director will be responsible for organizing recruitment training workshops. This activity will be coordinated with the institution's admissions and counseling staff. The workshop agenda will include such activities as how to select target group, what information to disseminate, how to present information, how to evaluate student interest, and how to conduct follow-up.
Intervention	The CJ director will encourage faculty participation and monitor task completion necessary for the accomplishment of activity.
Impact	Measured by -- degree of cooperation and participation -- nature of participants' evaluation -- utilization of skills acquired

Strategy	Participate in career fair type activities.
Objective	To provide increased exposure for institution and CJ program.
Rationale	Such participation will provide -- expanded advertisement vehicle -- enhanced public image -- expanded public service activity -- increased cooperative spirit -- increased job variety for institutional personnel
Implementation	The CJ director will send announcements to selected places indicating CJ staff's availability and willingness to participate in career fair type activities.
Intervention	The CJ director will directly contact the selected entities to confirm announcement receipt and to reinterate CJ staffs' willingness to cooperate.
Impact	Measured by volume of participation requests and volume of actual applications from target group.

Retention

Strategy	Conduct institutional survey of undergraduate CJ students' source of academic motivation.
Objective	To provide data for program planning.
Rationale	Undertaking a survey will provide -- increased efficiency of retention mechanisms -- expanded student data -- expanded vehicle for student expression
Implementation	The strategy will be accomplished by a survey of undergraduate CJ students. Minimally, the survey should be anonymous and seek answers to the following questions: What motivated student to seek higher education? To select chosen institution? To select chosen academic major? What would cause student to drop out of school? Change academic major? Transfer to another institution? What are retaining factors of selected institution? Selected academic major? What would students suggest to improve CJ curriculum? A suggested survey questionnaire will be available from PFI Central. The CJ director will have responsibility for organizing the activities necessary for task completion, securing the necessary resources, and analyzing the completed questionnaires. The required tasks will be undertaken by various retention agents such as admissions staff, counselors, CJ faculty and students.
Intervention	The CJ director will monitor task completion and secure assistance as needed.
Impact	Measured by -- cooperation of participating retention agents -- volume of returned questionnaires -- nature of respondent information -- utilization of data

Strategy	Mobilize campus retention agents task force.
Objective	To establish mechanisms whereby institution will actively seek to retain students pursuing CJ major.
Rationale	Task force mobilization will provide -- increased use of total resources -- increased coordination of activities -- increased interaction among institutional components -- increased diversity of input -- expanded faculty awareness of retention needs and approaches
Implementation	The CJ director will mobilize retention task force of representatives from the following areas: CJ student body; faculty from CJ and related disciplines; administrative, admissions, counseling, financial aid, registrar and support services staffs; and local CJ practitioners. The task force will have responsibility for implementing and coordinating all retention activities. The CJ director will serve as chairperson.
Intervention	The task force chairperson will monitor task completion and secure additional resources as needed. In addition, the chairperson will apprise agents, in writing, of the overall task force strategies, individual task responsibilities, tasks completed and projected activities.
Impact	Measured by -- completion of activities undertaken -- cooperation of specified personnel -- number of students retained -- institutionalization of retention strategies

Strategy	Conduct interpersonal skills/sensitivity workshops for campus professional and nonprofessional personnel.
Objective	To stimulate positive interaction between students and campus staff.
Rationale	Conducting sensitivity workshops will provide -- increased self-awareness -- increased understanding of human behavior -- expanded vehicle for communication between professional and nonprofessional personnel -- reduced volume of complaints/"incidents" -- expanded "coping" skills
Implementation	The chairperson of the CJ retention task force will secure administrative support and organize the activity. The agenda will emphasize motivation underlying human behavior and acquisition of coping skills. The intent of the activity will be to encourage and to teach institutional personnel to be courteous and helpful. The activity will include contact persons such as receptionists, clerical assistants, fire and security forces, food service workers. The workshops will be conducted by the institution's counseling staff or external personnel may be utilized. This activity will also entail conducting sample surveys of student perceived staff attitudes before and after workshops.
Intervention	The task force chairperson will monitor task completion and workshop participation and secure additional resources as needed. In addition, on-going participant workshop evaluation will be conducted to provide for program modification.
Impact	Measured by -- cooperation of campus personnel -- extent of staff participation -- nature of participant's reactions -- extent of administrative support

Strategy	Maintain a rewarding social/psychological environment for CJ students.
Objective	To enhance CJ student well-being.
Rationale	Maintaining a rewarding social/psychological environment will provide -- increased student personalization -- enhanced sense of security -- decreased feeling of isolation -- expanded vehicle for communication -- expanded sphere of activities -- increased confidence of parents
Implementation	The CJ director will communicate to the administration the need for such pleasant and secure physical accomodations; nutritious, well-proportioned, and pleasant tasting foods, entertaining as well as enlightening extra-curricula activities; accessible and efficient student counseling services, responsible and capable health care; equitable student conduct standards and review procedures. In addition, the CJ director will organize and implement mechanisms whereby students can honestly communicate feelings in above areas.
Intervention	The CJ director will keep abreast of activities in the aforementioned areas and make appropriate recommendations to the administration. The CJ director will also encourage and seek student input.
Impact	Measured by -- volume and nature of student input -- nature of institution's responsiveness -- volume of recommendations undertaken

Strategy	Provision of high quality student educational experiences and academic advisement.
Objective	To inspire students to continue pursuit of CJ major.
Rationale	High quality educational experiences and academic advisement will provide -- increased number of better prepared students -- increased motivation of students -- expanded expression of institution's concern
Implementation	The CJ director will discuss with the CJ faculty the need to provide high quality educational experiences for students. The CJ director will assure the aforementioned by keeping abreast of current trends in the field and effective instructional approaches and aids. This information will be related to the entire CJ faculty. Recommendations will be made to the administration in the area of such concerns as student/instructor ratio, adequate physical facilities, training for faculty, etc.
Intervention	The CJ director will continually keep abreast of the "state-of-the-arts" in the specified areas and function as a resource person for the CJ faculty. The CJ director will communicate this function to the faculty.
Impact	Measured by -- extent of faculty cooperation/participation -- volume of faculty resource requests -- nature of student evaluations

Strategy	Institute mechanisms whereby CJ students will be involved in curricula development, instruction, and evaluation.
Objective	To provide for student input in necessary program modification.
Rationale	Instituting mechanisms for student input will provide -- expanded faculty/student communication -- increased awareness of institution's concern -- increased feeling of student worth -- expanded role of student
Implementation	The CJ director will organize periodic open forums for students expression in specified areas. The CJ director will request written student evaluations/ recommendations to be ascertained at the completion of specific courses. A suggested survey instrument will be available from PFI Central.
Intervention	The CJ director will encourage student participation through written requests.
Impact	Measured by -- nature of student evaluations/recommendations -- extent of faculty cooperation -- extent of program modifications

Strategy	Establish system whereby CJ students will participate in cooperative education activities.
Objective	To provide related work experiences for CJ students.
Rationale	Participation in cooperative education activities will provide -- expanded student learning experiences -- expanded student exposure to job responsibilities -- increased financial support
Implementation	The CJ director will contact agencies such as law firms, rehabilitative counseling centers, corrections agencies to obtain participation commitments. The CJ director will secure the necessary financial resources from government grants, businesses, etc. The CJ faculty will determine the requirements for student participation and advertise the option.
Intervention	The CJ director will encourage faculty cooperation and student participation through written communications.
Impact	Measured by -- extent of cooperating agency participation -- volume of financial support -- extent of faculty cooperation -- extent of student interest

Strategy	Establishment of a senior undergraduate research fellow.
Objective	To encourage students to complete CJ undergraduate curricula.
Rationale	A senior undergraduate research fellow will provide -- increased student financial resources -- expanded student competitive spirit -- expanded acknowledgement of student achievement -- expanded educational and occupational experiences
Implementation	The CJ retention task force will establish student requirements, competitive procedures and selection process for fellowship. In addition, the task force will secure financial resources necessary to implement fellowship. Such activities should be undertaken by contacting churches, sororities, fraternities, community organizations, private businesses, etc. which engage in philantrophic activities. It is anticipated that the selected student will be assigned to a CJ faculty member to undertake an independent study project. The purpose of this fellowship will be to provide financial support in order that student can concentrate on project accomplishment and receive a tangible reward for achievement. The intent will be for the student to learn how to undertake independent study project and prepare same in such a manner as to be accepted by CJ academic and/or professional organization for publication, seminar presentation, etc. The task force chairperson will be responsible for advertising the fellow.
Intervention	The task force chairperson will monitor task completion and restructure task assignments as necessary.
Impact	Measured by -- extent of external financial support -- extent of task force cooperation -- nature of student enthusiasm -- extent of student participation

Strategy	Conduct "logo" contest among undergraduate CJ students.
Objective	To identify CJ symbol(s).
Rationale	Conducting a "logo" contest will provide -- increased student enthusiasm -- increased utilization of diverse student talent(s) -- enhanced group cohesiveness -- expanded achievement acknowledgement
Implementation	The CJ retention task force will conceptualize logo contest outlining regulations, qualifications, procedures, and rewards. The chairperson will be responsible for securing resources and advertising contest. The contest will be two-fold: selection of an artistic design and verbal slogan.
Intervention	The chairperson will monitor task completion in addition to encouraging student participation through written and verbal reminders. As needed, additional resources will be secured.
Impact	Measured by -- extent of staff cooperation -- extent of student participation -- volume of financial support -- nature of student evaluations

Strategy	Establish process whereby CJ major will be combined with other curricula as dual major.
Objective	To minimize student transfer to another academic major(s).
Rationale	Establishing a dual major will serve to -- attract students from other majors -- increase sources of program funding -- expand learning experiences -- expand programs of study -- expand vehicle to attract students
Implementation	The CJ retention task force will propose plan for dual majors with complementary subject areas. This will be presented to administration and appropriate institutional governing body for approval.
Intervention	The task force chairperson will impress upon the administration and faculty the advantages of a CJ dual major program of studies through written documentation, the task force will seek technical assistance from the state's Department of Higher Education, and other appropriate sources.
Impact	Measured by -- extent of institutional cooperation -- implementation of proposed strategy -- nature of student response

Strategy	Establish undergraduate CJ career exploration club.
Objective	To stimulate student enthusiasm to continue matriculation in CJ curricula
Rationale	Establishment of a CJ career exploration club will provide -- enhanced group identity and purpose -- increased knowledge of careers -- expanded vehicle for social interaction -- diversified student learning experiences
Implementation	The CJ faculty with student assistance, will organize the career exploration club. The club's activities will include identifying CJ careers, examining academic and technical requirements, delineating job responsibilities, etc. as the basis for group discussion. As a major project the club will plan and organize a field trip to a CJ employment site (non-local). The club will conduct various fund-raising activities to finance the project.
Intervention	The CJ faculty, as needed, will seek the assistance of external resources. In addition, the club members will be provided with operational guidance.
Impact	Measured by -- extent of student participation -- extent of staff cooperation -- extent of group goals accomplished

Strategy	Conduct routine "exit interviews" for CJ students attempting to initiate withdrawal from the institution.
Objective	To establish a drop-out prevention system.
Rationale	Undertaking exit interviews will provide -- increased data for program planning and evaluation -- increased opportunity to "save" students -- decreased student depersonalization -- expanded use of institutional resources
Implementation	The CJ faculty will propose plan for exit interviews and secure administrative approval and staff cooperation as needed. The proposed process will include the following activities: A CJ student attempting to initiate withdrawal from the institution must secure a clearance signature from the CJ director; prior to that occurrence the student must meet with a member of the institution's counseling staff. The purpose of this meeting will be for the counselor to ascertain the student's reason(s) for "dropping-out". At this juncture the counselor will take corrective action, if appropriate. For example, the counselor will serve as a referral source and initiate contact with academic tutors, public assistance agencies, transportation sources, grant and loan sources, etc. If corrective action is not appropriate and/or does not eliminate student's need to drop out, the counselor will refer the student to the CJ director for clearence signature. The counselor will document the exit interview in writing giving the student a copy to present to the CJ director.
Impact	Measured by -- extent of administrative support -- extent of faculty cooperation -- volume of "saved" students -- utilization of exit interview data

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